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The Advocate

Vol. 6, No. 9

STUDENT NEWSPAPER OF THE NATIONAL LAW CENTER
THE GEORGE WASHINGTON UNIVERSITY

February 4, 1975

Faculty Rejects Model Answer Proposal

by John Gunther

On Friday, January 10, 1975, the National Law Center Faculty rejected the Model Answer Proposal approved by over 90 percent of the student body. Faculty and student members of the Faculty-Student Scholarship Committee had unanimously approved the proposal at their meeting on November 26, 1974.

The Proposal, which was overwhelmingly approved by the students in the November 22, 1974, Student Bar Association Referendum, read as follows: "A proposal to require professors to submit model answers in prose or outline form for each essay question asked on their exams for filing with the exams in the library. If a professor wished, a copy of an answer from a blue

book with its grade would meet this requirement."

Several student leaders expressed strong dissatisfaction with this action by the Faculty. Members of the SBA seemed particularly disturbed at the timing of the vote since the issue was raised when students at the National Law Center were on their intersession vacation.

SBA President Tomas Garza pointed out that because there were no students present at the meeting, the faculty was, in effect, voting on student proposals without hearing student views. Other representatives questioned the significance of this vote since it appears that there was not a quorum present at the January 10 meeting.

The rationale given for the overwhelming support that the model answers Proposal received from students was that such answers would help make the exam a better learning experience. It was generally agreed that the professor could provide the "model answers" by an outline of an answer, by an essay, or by copying an actual answer on the examination. Any one of these three methods

would furnish the student with the teacher's judgement as to what was a good answer.

The minutes of the Faculty meeting of January 10 reported the following various objections to the proposal raised by those present at the meeting: the requirements of the proposal are a violation of academic freedom; the model answers would be intellectually inadequate; the proposal is an invitation to

conformity; and a model answer implied a right and wrong answer; it would "strait jacket" instructors and result in the "parroting" by students of previous answers.

(A more detailed summary of the arguments presented at the January 10 meeting is contained in the minutes of the meeting, a copy of which is usually posted on a bulletin board on the first floor of Stockton Hall.)

Verification of Resumes Posed

by Charles Mussman

Responding to instances of alleged dishonesty on student resumes distributed through the Placement Office, Professor Roger S. Kuhn intends to

submit a proposal to the National Law Center faculty for the purpose of "clarifying" the law school policy concerning the confidentiality of student records.

According to present university regulations, no information concerning students may be released by the administration except:

- 1) Student addresses, confirmation of enrollment, etc.;
- 2) Formal transcripts to accredited universities.

Additional information will be released only upon written authorization by the student or upon court order or subpoena.

Under the present application of these rules, student transcripts are open to inspection by faculty members and are used especially when preparing recommendations. The Deans verify inquiries from prospective employers regarding law review membership, and upon occasion

they give their personal opinions regarding students' capabilities without student knowledge of these conversations.

Professor Kuhn proposes that information distributed by students regarding grades, grade point average, and class standing be subject to verification and/or correction by selected employees of the Law Center upon inquiry from prospective employers, universities, and others to whom the student has distributed such information. Such verification and/or correction may be given without contacting the student.

Starting from the premise that the reputation of the NLC may be damaged by the distribution of misinformation through the Placement Office, the rationale supporting the proposal is that the law school should not condone untruthfulness by remaining silent in the face of misinformation. In addition, once the student has publicized confidential information, that confidentiality is destroyed, therefore the law school is not breaching any duty to students by verification and/or correction of this information.

In discussion of this proposal before the Student-Faculty Scholarship Committee, the following points in support of the proposal were made by Professor Kuhn and Deans Potts and Kirkpatrick:

1) This action would be undertaken in good faith and is for the purpose of helping students find employment.

2) This action would be subject to adequate safeguards to prevent errors and abuses.

3) The existence alone of such a system would eliminate most misinformation on student resumes.

4) If the NLC cannot answer inquiries from prospective employers, students will lose potential jobs.

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Grading Complaints Aired

by Robert Chapman

One hundred first-year students of the National Law Center gathered on January 29 to participate in a discussion of their recently posted first term exam scores. First-year SBA representatives, Gary Burke, Richard Wexell, and Linda Weinstein chaired the ad hoc assembly which has existed as a cathartic experience for NLC students since the middle sixties.

Section 11 representative, Gary Burke, set the tone for the meeting by stating that "there are lots of ideas for grade reform depending on which section you are in." Although final grades for one course in each of two sections are not yet posted, students noted "huge and ridiculous disparities" between the sections and called for immediate action of the SBA.

Advocate computations find the mean grade of all three courses for section 11 to be 77. Section 12 and 13 means, which do not include Torts scores in either, are 74 and 72 respectively. A perceptive participant in the discussion suggested that complaints of disparity in the grading system falsely assume a random sampling of students assigned to each first-year section. She asserted the proposition that section 11 is merely composed of brighter students.

Roy Baldwin, current chairman of the grade reform committee of the National Law Center SBA soothed students by remarking that "each student's talent will eventually show up" and by announcing the startling opportunities second-year students have for choosing easy courses.

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Only Three SBA Officer Candidates File

On Thursday, February 13, the Student Bar Association will hold elections for new officers and representatives for the coming year. Although Friday is the filing deadline for candidate, only 10 individuals have announced their intentions to seek SBA office. At the present time there is only one candidate for each of the offices of President, Day Vice President and Night Vice President. Statements of candidates who submitted copy to The Advocate appear below and on pages 2 and 6.

Statement of Roy Baldwin

Student government is in big trouble at the NLC, because for the past two years or so the people who run your Student Bar Association haven't been doing their job very well. I understand why you are disenchanted with your Association—it hasn't been taking the initiative to protect your rights, and it can't seem to even carry out its routine tasks with effectiveness. After having ob-

served two administrations, I believe I know the causes of your Association's faults and the ways that those faults can be overcome. That is why I am running for the presidency of the SBA.

To encourage qualified people to run for SBA positions, a number of candidates have joined together for this election. I am pleased to be a part of that group because every member has demonstrated the ability and

dedication to get the work of the Association done. The members of our group are:

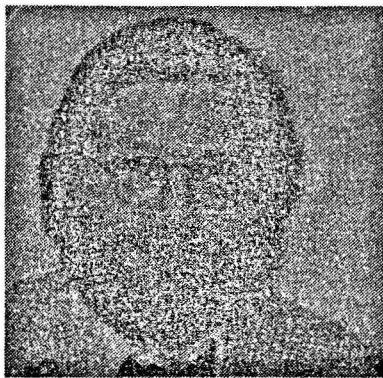
President: Roy Baldwin

Night Vice President: Tom Casey

Day Vice President: Ross Delston

Class of '76 Day Rep: Mike Alexander

Class of '77 Day Reps: Gary



Ross Delston

Burke, Richard Wexell
At-large Reps: Judy Jurin,
Oliver Long, Linda Nussbaum

Qualifications

My involvement with the SBA dates from January of last year, when I was elected to an At-large seat. I volunteered for the Grade Reform Committee, and in that capacity helped to

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Baldwin Announces Campaign Objectives

Continued from page 1

win a number of important rights for students, including the right to see the student's exam paper, the right to a conference with the professor to discuss that paper, and the right to retake a course for which a grade of 55 or below was received. I have been chairperson of the Committee since last spring.

The work that needs to be done

The SBA performs two major functions. First, it administers

programs and events for the benefit of the student body. Second, it represents the interests of the students before the deans and faculty and safeguards those interests whenever appropriate. The following outline will show the programs and issues to which the SBA should devote its energies.

A. Programs and Events

1. *Book Exchange:* Appoint a Book Exchange Chairperson to be responsible for

properly administering the Fall and Winter Book Exchanges. Utilize a paid staff to assure better service. Open the exchange several days before the beginning of the semester.

2. *Orientation Week:* Expand the current New Student Breakfast to a New Student Orientation Week with a full range of speakers, seminars, and get-acquainted events.

3. *Speakers:* In cooperation with the University Program Board, institute a weekly speaker series, drawing on the vast pool of legal expertise in the Washington area.

4. *New Student Lounge Furniture:* Raise funds, possibly through the Alumni Association, to furnish the New Student Lounge.

5. *Lockers:* Expand the supply of lockers.

6. *Student Directory:* Publish a Student Directory, as was done for the 1973-74 school year.

B. Representing the Student Interest

1. *Grade Reform:*

(a) Resubmit the Model Answer Proposal to the Faculty Committee and lobby heavily for its passage.

(b) As was mandated by the results of the Grade Reform Referendum, get SBA approval of proposals to liberalize the Cr/No Cr option.

(c) Give further study to the proposal to have the transcript show the median score received for each section in addition to the student's individual grade.

(d) In response to the concerns of First Year Students, formulate proposals to diminish the discrepancy between certain First Year sections' averages.

2. *Investigation of NLC Finances, the "Balance of Payments" Problem:*

Continue the recently-begun analysis of the University Budget documents to discover how much "profit" the University makes from the NLC (estimates range from \$200,000 to \$400,000/yr); move to have such a surplus returned to the NLC.

3. *Confidentiality of Student Records:* The Faculty is considering taking action with respect to disclosure of students' records to potential employers; such action has the clear potential for breaching the confidentiality of those records.

The SBA must immediately determine what parts of a student's file are currently confidential, and what should be done to safeguard that confidentiality.

What Happens when the SBA Isn't Around:

The SBA is in danger of dying from neglect. Here's an example of what happens when your Association isn't around to protect your interests:

While most of us were away on Christmas vacation a few weeks ago, the Deans called a special meeting of the Faculty Committee, the governing body of the NLC. One of the orders of business was the Model Answer Proposal, which would have required professors to post model answers to their exam questions so that their students could learn in what way their own answers were inadequate.

This proposal was passed overwhelmingly by the SBA last spring after being proposed by the Grade Reform Committee. The proposal was overwhelmingly approved at last November's Grade Reform Referendum—in fact, the margin was 9.5 to 1 in favor of it. The proposal was then approved by the Faculty Scholarship Subcommittee.

But at that special meeting, called when none of the student representatives could be present to give their side of the story, the proposal was voted down.

This is what happens when your Association is not present to speak up for your rights—a proposal that was all ready for passage was killed at the last moment. If students had been at the meeting, the outcome might very well have been different. If, through the indifference of the student body, your Association quits trying to represent your interests, we can expect the same kind of underhanded behavior on the part of the deans and the faculty.

All the people who have come together to form our group have decided that we do need the Association. None of the candidates can promise miracles. But we all pledge to give of ourselves to get your Association your support, I sincerely believe that we can do the work that needs to be done.

2 Declare for Vice Presidents

Ross Delston - Day

Thomas J. Casey - Night

The Student Bar Association is much maligned and too often ignored. While this is an unjust state of affairs, life is often unjust. However, the low esteem and ill repute from which the SBA has so long suffered is also unwarranted, for it is in fact the prime repository of student power at the law school.

This false and persistent public image does damage both to the SBA's effectiveness as student representative and also to the very real, but oft-ignored political power which students possess. And although the SBA is chiefly known as purveyor of book exchanges and student evaluations, lockers, beer, and first-year brunches, these are in fact only a part of the SBA's activities. Its exercise of political power is done much more quietly—but do not mistake this quiet for ineffectiveness. SBA members and appointees serve on every faculty committee but one, Admissions. While their numbers are small, their votes count and are counted. For example:

- When the Committee on Faculty Appointments was considering tenure for Professors Stevenson and Schwartz, student representatives voted in favor of granting tenure. A majority of the Committee agreed, and recommended that the faculty as a whole follow suit. While all of this was done without fanfare, it was not always thus. Some years back, before students were on that Committee, Professor Banzhaf was denied tenure by that same committee and by the faculty at large, and it was only after a prolonged student outcry that this vote was reconsidered and subsequently reversed.

- When a now infamous criminal law professor last year failed seven students and gave "D's" to another seven, it was the SBA which translated outrage into new rules allowing student to re-take a failed exam, and giving students the right to see their exam papers.

After student frustration with library facilities reached its peak last year, it was SBA pressure which resulted in the construction of an extension of the fourth floor, along with the building of a new staircase. The SBA Library Committee now has a continuing input on new acquisitions, and recommends changes in library procedures going to every aspect of library administration.

There are at least three issues of concern to students which have arisen *this year*: First, the SBA is investigating the "balance of payments" problem between the law school and the University. There is some suspicion that law school tuition is being used to subsidize the rest of the University. Second, the SBA has recently discovered that student's grades are not being kept confidential, especially grades released to potential employers. Finally, minority recruitment policies in the aftermath of the Balsa complaint deserve special scrutiny in light of the reduced number of first year minority students.

These issues demand immediate and effective action. As a first year SBA Representative last year and presently as a second year representative, I have actively participated in the SBA. I ask your vote in order that the SBA exercise its political power with rationality and strength. Thank you.

I am running for Vice President (Night) of the SBA, along with Roy Baldwin, Ross Delston and several other candidates.

The major, and continuous, action which I see as necessary is to ensure that the administrative services of both the NLC and the SBA are available to both day and night students on an equal basis. Both the access to, and the quality of, all facilities and services available from 9:00 to 5:00 should continue for whatever length of time is necessary for night students to avail ourselves of them. (In some cases, this should involve being open only until 5:50 p.m.) Specific areas, such as vending facilities, lounges, lectures, meetings, etc., will be reviewed.

I also believe that the SBA night reps should take the lead in formulating and proposing a new, more flexible, scheduling system. My preliminary idea, which I intend to pursue, is to investigate the viability of having a 24 hour per week period of available time in which to schedule a greater variety of night classes. This would entail expanding the schedule blocks to 5:00 - 9:40 p.m., and Saturday mornings from 8:30 - 12:30. Night students would continue to schedule a maximum 10 hours of class per week. If necessary, perhaps a limitation of only two hours scheduled in any one night could be invoked.

Any further plans, however, demands the input of other night students, administrators, professors, and staff personnel. Therefore, I think this project should be pursued under the aegis of the SBA as the general representative body.

I urge you to vote in the election (preferably for our group of candidates) and support the SBA throughout the year.

NLC Chosen in Pilot Program

The National Law Center has been selected as the pilot school in the new student membership program of the Association of Plaintiffs Trial Attorneys of Metropolitan Washington, D.C. The Association recently voted to open their membership to second and third year law students interested in trial advocacy at the reduced rate of \$5.00 per year. Regular members pay dues of \$50.00 per year.

Members of the Association receive all of the mailings of the Association and are entitled to attend the monthly meetings. The Association meets from September to June one night per month and presents interesting programs for trial attorneys.

The February meeting will be held on the 6th of the month at the National Lawyers Club, Third Floor, 1815 H Street, N.W. Judge William E. Stewart, Jr., of the D.C. Superior Court will speak on treatment of civil cases in the Superior Court and on the "hottest tort in town"—false arrest cases.

Applications for membership in the Association are available in the Student Bar Association office in room 101A of Bacon Hall.

Woody Allen and Diane Keaton
in
"Sleeper"

PG

United Artists

FRIDAY, FEBRUARY 7

three shows: 7, 8:30, & 10pm
BALLROOM ADMISSION \$1.00

tickets on sale at Marvin Ctr. Info Desk

Day of Show

Films Committee, Program Board

Commonwealth School of Law, 1974-1974

by Diane Seeger

"Commonwealth School of Law at Washington, D.C. is a newly formed, non-profit law school. Unless a sufficient number of qualified students are accepted by September 15, 1974, all applications and fees will be returned within 60 days."

That promise concluded the Commonwealth School of Law bulletin for 1974-75. The school did not overtly promise a law degree but frankly admitted it was a new law school willing to give law students unable to enter other law schools a second chance.

Washington, D.C. was a fertile area in which to start operations. According to Assistant United States Attorney Garey G. Stark, there is an "overabundance of prospective law students in D.C." who, because of grades or quota systems, are unable to enroll in an accredited program. Small schools like the Commonwealth School of Law gave them the long sought after opportunity.

An ad soliciting students appeared last summer in *The Washington Post*, and applicants sprinkled in. Commonwealth officials had told Stark, of the prosecutor's fraud division, that 53 students were accepted for enrollment and paid \$250 and a \$15 application fee toward Commonwealth's yearly tuition costs of \$2900. Later, on September 16 when school officials and investigators conferred, Stark and a postal inspector were told that the school hadn't signed up enough students and that "they were thinking in terms of a night

school charging \$2100 a year."

But the lid was blown off the dreams of Dean Russell Van Brunt's planned opening when an applicant took him at his word and decided to "check the school out and make sure it was right for him."

During the investigation by Assistant U.S. Attorney Stark and Dr. Arlene McCown (representing the D.C. Board of Higher Education), it was discovered that the operators of the Commonwealth School of Law had initially opened their doors on Long Island and had eventually been barred from business there by a New York court. The operators of the school included

Van Brunt and two individuals who, Van Brunt reluctantly revealed, were students themselves.

The three men originally operated from behind the facade of a Bay Shore, New York address to solicit prospective law students for the unaccredited Rhode Island School of Law. A news release from the office of Attorney General Louis J. Lefkowitz in July of 1974 charged that the Rhode Island School of Law was "allegedly nonexistent, without resources, working capital, physical facilities such as buildings, equipment, faculty, curriculum, library or administrative personnel."

The school was then ordered by Justice Arnold L. Fein of the Supreme Court, County of New York, to stop misrepresenting the Rhode Island School of Law as a functioning law school, to return the \$25 application, enrollment or tuition fees, and to turn over for destruction all application forms to the state to protect the applicants' privacy. Never admitting violation of the law, the Rhode Island School, Inc. consented.

Thwarted from operating in New York, the principal organizers then moved to the nation's capital with the promise of aiding in the fulfillment of goals of potential law students. But

the school lasted, in its leased quarters at 1750 K Street, N.W., for only one month.

Dean Van Brunt told applicants that the school was new and unaccredited but wanted to give prospective law students a second chance. According to an article in *The Washington Star-News*, Van Brunt stressed that he was "following every principal and requirement of the American Bar Association in order to win accreditation."

When Dr. Arlene McCown of the D.C. Board of Higher Education was questioned on the subject of Commonwealth's accreditation, she noted the school "had not been in existence long enough."

Dr. McCown emphasized that in order to be licensed for conferring degrees in the District of Columbia, the school must submit its official name, statement of educational philosophy, purpose and objectives, program, organization and finances including an audited statement of verification; describe board of control and its administration plus faculty, including professional and teaching experience of each. Van Brunt revealed in the *Star-News* article that no member of his staff, including himself, had ever taught at an accredited school.

During the investigation, McCown decided to find out how thorough the application screening procedures were at the Commonwealth School of Law. She stopped by the K Street offices and was told by the admissions officer to have her application back by 5 p.m. the same day. Within 24 hours, she was accepted and asked for fees.

All of the fees paid out by prospective students were returned, Stark emphasized. The investigation was triggered when a student notified the U.S. Attorney's office after his check was cashed, even though the student had been promised that it would be held until the school opened. The Postal Service was also called in to investigate, because the brochure had promised prospective students that if there weren't enough applicants by Sept. 15, 1974, their money would be refunded.

Van Brunt's goal had been enrollment of 150 students. The school had no backers and was dependent on student fees for its operation.

Student - to - be "Checks It Out"

by Diane Seeger

The ad appearing in The Washington Post late last summer stated that the Commonwealth School of Law was "still accepting applications."

Joseph Likens, an American University graduate in Administration of Justice, followed up on the ad and applied to the law school. He was interviewed by Russell Van Brunt, dean of the school, and paid his \$15 application fee. During the initial interview, Van Brunt told him to "check the school out." "Make sure" it's right for you. 24 hours after Joseph Likens submitted his application, he was informed that he had been accepted. Incredulous at such a speedy approval of his application, he decided to do some checking on his own. In his first call to American University, he asked if any schools had recently called for transcripts. None had.

Likens dug further. He called The Washington Post asking for more information on the Commonwealth School of Law. None was available. Washington area inquiries to The American Bar Association, A.U., and George Washington University also brought negative responses.

He then contacted the ABA's main offices in

Chicago as well as the affiliated Board of Governors which approves law schools. None had heard of the Commonwealth School of Law.

Likens' suspicions were further confirmed by the appearance of a Washington Star News article on September 5th describing the activities of Commonwealth's three principal organizers in their attempts to solicit prospective law students for the allegedly nonexistent Rhode Island School of Law.

Likens then called an aide in Representative Shirley Chisholm's office inquiring if the congresswoman had "handled recommendations for the Commonwealth School of Law." The aide told Likens that none had been made, nor did she know whether such a law school existed.

When his \$15 application fee check was cashed, Likens, told by Van Brunt that no checks would be cashed until the school opened, informed Assistant U.S. Attorney Garey G. Stark of the prosecutor's fraud division: The promoters made refunds and the school closed.

Joseph Likens however, did not lose his desire to go into law. He is presently a freshman at the unaccredited International School of Law.

He did check it out first.

ABA Offers Juriscan to Third Year Class

by Oliver Long

Beginning February 1, the American Bar Association Law Student Division (ABA/LSD) will offer a computerized job placement service for Third Year Students. The new program, called *Juriscan*, presents a means for students to discover at low cost and with minimal

effort, a nationwide market of potential employers.

Students are matched up with available jobs only on the basis of such descriptive attributes as "Law School Courses Taken", "Additional Skills and Experience", "Curricular Emphasis Areas in Law School", and "Other Languages". Because

the more arbitrary traditional standards like class standing and reputation of law school attended are de-emphasized, larger numbers of students can potentially benefit from the service than from traditional placement programs.

Descriptive selections regarding employment sought include

"Preferred Type of Employer", "Legal Field", "Geographic Location", "Level of Urbanization", and "Size of Legal Staff of Employer." All entries on the application are transferred into a numerical code for the purpose of programming.

Although *Juriscan* is free to employers, there is a five dollar charge to students. After the application form (available in the N.L.C. Placement Office) is received at the computer center in Chicago, the student is matched with up to five compatible employers. Upon notification of each employment prospect, the student sends a resume and letter explaining his or her qualifications to the potential employer.

The prospective employer will already have received in the mail the applicant's name and general qualifications. It is up to the student and correspondent to make arrangements for any interview.

Juriscan is available to all Third Year Students at the N.L.C. who are or who become members of the Law Student Division. LSD membership is five dollars.

ABA Permits Credit Card Use

Use of credit cards for payment of legal fees and expenses is now permitted under the American Bar Association's Code of Ethics and Professional Responsibility, the ABA Standing Committee on Ethics and Professional Responsibility said in a formal opinion released recently.

Previously, the committee had held that credit card payments violated the old Canons of Professional Ethics. The new code has been adopted, with some changes from state to state, by virtually all of the states and the District of Columbia.

The new formal opinion six

conditions which must be met by a credit card program:

1. Publicity and advertising for the plan is subject to prior approval by the state or local bar association having jurisdiction of the professional ethics of the attorneys involved.
2. No directory shall be printed or published of individual attorney members of the plan.
3. The only promotional material allowed is a small insignia "to be tactfully displayed," indicating participation in the plan.
4. The plan is to be accepted only as a convenience for clients

desiring it, and the lawyer may not increase his fee because of his participation in the plan.

5. Lawyers participating in the plan may charge only for services rendered or cash paid on behalf of a client.

6. The attorney "shall scrupulously observe his obligation to preserve the confidence and secrets of his client."

The committee noted that credit card plans are already being used by the state of Oklahoma, Georgia, Oregon and Michigan, and in the local bars of Buffalo, Cleveland, and Los Angeles.



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Editorial

Model Answer Rejection

The faculty action of January 10 rejecting the Model Answers Proposal, supported strongly in last fall's student referendum and unanimously approved by the Faculty-Student Scholarship Committee, is somewhat distressing.

The level of support that the proposal received from both the students and the committee, and the apparently non-controversial nature of the subject matter seemed to suggest that its eventual acceptance would be one of the Student Bar Association Grade Reform Committee's major accomplishments of the year. It now seems that such acceptance will only come with the persuasion of the faculty that the proposal does indeed benefit students and that the threat to faculty interests is minimal.

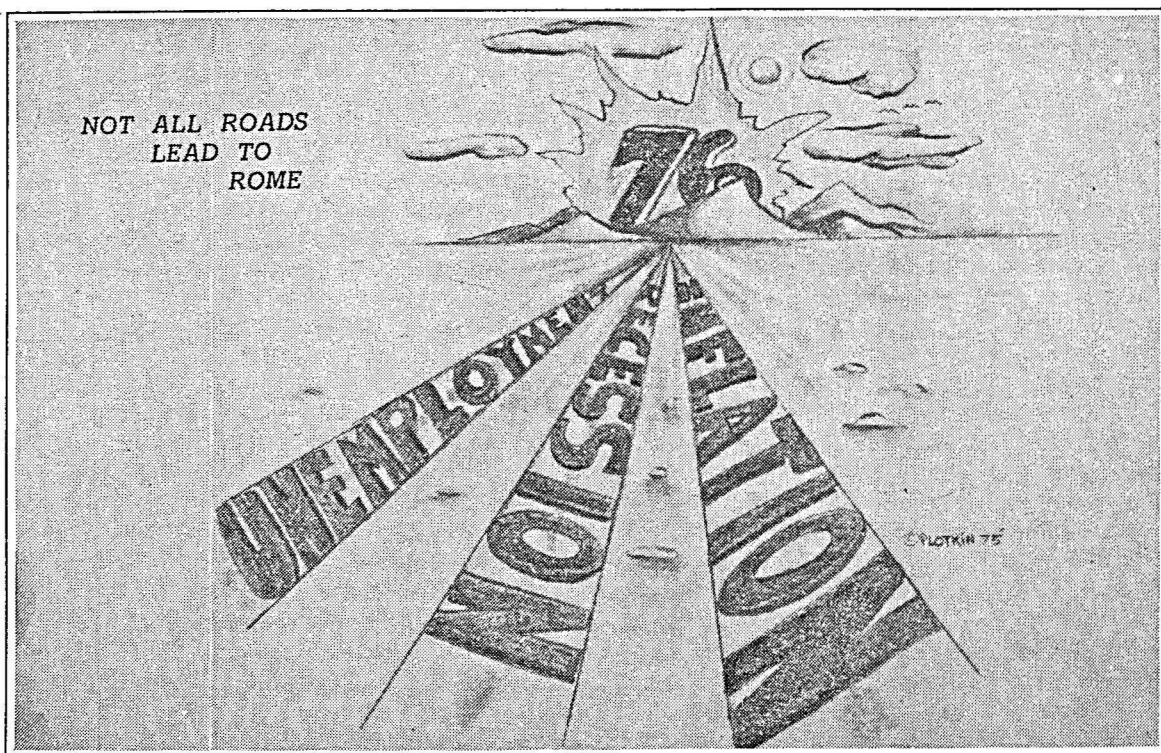
Several of the objections to the proposal voiced by members of the faculty at the January 10 meeting are somewhat difficult to comprehend. The range of arguments put forth by opponents seemed to regard two areas as central: 1) the proposal would be harmful to students (it was "intellectually inadequate and an invitation to conformity; it implied a right or wrong answer regardless of reasoning"; the model answers would result in "parroting" by students of previous answers in subsequent exams) and 2) the proposal would be harmful to the faculty (the adoption would be a "violation of academic freedom" and the requirement would "strait jacket" instructors).

The first objection, that of harm to students, makes little sense in light of the 90% approval vote given to the proposal in the fall referendum. Since the vote of the faculty was made with full knowledge of the result of that referendum, the faculty rejection can only be explained, if it is to rest on this ground, by an attitude of intellectual paternalism. But the implication that law students are not yet capable of dealing with model answers so as to yield for themselves a net positive educational benefit is more than paternalistic, it is insulting.

Harm to the faculty, the second stated objection, although expressed in terms of "academic freedom" and "straight jacketing" of instructors, seems more to represent a fear on the part of the faculty that they will be held responsible to students for methods of designating grades.

Academic institutions have never been well known for their adherence to democratic principles of accountability to the governed. The National Center, through its faculty, while somewhat progressive in its permission of token representation of students on faculty committees, still seems to shy away from any significant measure of student input in the area of requiring faculty responsiveness to students demands and needs (as defined by students, not by faculty).

The control of the substance of what goes on in this institution is by necessity largely in the hands of the faculty. The transmission to students of the knowledge and understanding necessary to the making of a good lawyer should occur under conditions conducive to that transmission. But the rejection by the faculty of a proposal designed to aid in the process of education, on grounds that the faculty will be required to do something not completely within the realm of their own discretion, represents an attitude that does not belong in an institution that maintains as a goal the education of its students.



NLC: Sale of Services

by Dan Devine

One GW law professor has stated that the Uniform Commercial Code should be applied by analogy to the sale of services. I agree and hope that the consumer movement can be brought back to the GW Law School. Professors should be required to have the ordinary ability to teach.

The truth is often harsh — certain professors at the law school would be on welfare if they were paid according to their ability to teach. Every student has his or her own ideas as to what qualities go into the making of an adequate teacher, but most would agree that a teacher should (1) have an adequate knowledge of the course material, (2) the ability to organize a lecture, (3) some facility with the English language, (4) the ability to cover a certain amount of material in a certain amount of time, and (5) some ability to relate to students so that intelligent questions may be answered.

A number of students have complained to me that, in certain courses that they have taken, the hornbook was a greater learning experience than anything the professor might have said. Sometimes this happened because the professor was teaching the course for the first time and seemed to be reading the course book along with the students. At other times, even after years of experience, either the professor failed to grasp the material or it stayed locked in his or her head for the duration of the semester. There is no excuse for a professor to have inadequate knowledge of the course material that he or she is required to teach.

The second and third qualities are closely related in that those teachers who have difficulty with the English language also are notorious for their disorganized lectures. Students have complained that too often the stream of consciousness method of teaching has been passed off as an organized lecture.

The lecture is the professor's product. That product should be able to withstand the test of 101 series speech course.

The Socratic method of teaching, too, deserves comment. This approach can be both instructive and enlightening (hopefully pressing a student to think), but experience with its use has had students running for the hemlock or Gilbert's (at times it is difficult to tell the difference). If this method is used with pomposity and bombast so that it amounts to intellectual drivel, the student again is deprived of the self-educative method under which Socrates' students flourished.

As to material covered, the FTC usually investigates claims of false advertising, but that agency is probably unaware that rarely does a law course cover one-half of the material that it is supposed to cover according to the handbook. In one class I attended, we discussed Watergate for six out of eleven class sessions — needless to say,

the discussions had a depth equivalent to that of the New York Daily News editorial page.

Students go into too many courses expecting and realizing that Gilbert's will cover the course material in greater depth and range than the professor will. It might be easier to just take the Bar Review Courses after obtaining one's B.A.

The ability to relate to students so that intelligent questions can be answered involves some public relations work as well as a great amount of discretion. Teaching is not and should not be a personal popularity contest, yet it involves interpersonal relationships in which the professor must respect the needs of each student and still cover a certain amount of material.

This litany of complaints could go on, but I only want to point out that a serious problem does exist. Tenure is a recognized farce. Richard Nixon could obtain tenure here to teach a course in legal ethics if he could prove that he taught the course for the previous three years. I realize the benefits of tenure and the security that it provides, but one must also recognize the deadwood that it is protecting.

Tenure in the field of legal education should be done away with — it is not as if those involved have not been trained for any other profession. Professors should be able to survive the ultimate consumer test.

I do not propose any radical solutions — the consumers in this case are capable of judging the services rendered. At the end of each semester, students in a particular course should vote by secret ballot whether or not the professor should be allowed to continue to teach that course. If more than 50% of the students vote "no" for three consecutive semesters, the professor should be relieved of teaching that course. If a professor receives a disapproval rate of more than 50% in two or more courses he or she teaches for three consecutive semesters, the professor should not have his or her contract renewed.

This plan would give a professor the opportunity to improve should one receive a disapproval rate of greater than 50% in any one semester. It would also protect the professor if a personality clash developed with a particular class. Students would also take the evaluation process more seriously if they believed that their opinion would have an impact.

In my two and one half years at the Law Center, I have had a professor who came to class inebriated on at least two occasions and another whose lectures riveted the class's attention throughout the semester. Admittedly these are the extremes, but there must be a minimum ground of competence which a professor must reach in order to be deemed qualified. Although the students have never received a warranty of merchantability, most of them are serious in their pursuit of a legal education. The consumer rip-off should be stopped.

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Menick's Musical Montage

by Jeff Menick

The newspaper ads for the concert advised patrons to wear something silver. Because of the peculiar racism that still exists in popular music, Labelle's songs are only being played on "Black" stations so I was not aware that Epic records was hyping them as the "Sound of Silver Soul."

The concert had Washington's best fashion show since Bette Midler played the Kennedy Center. As couples in drag, in silver sequined boas, and flashy, glittery outfits strolled down the aisles to the cheers of the crowd, the anticipation heightened until Robert Hooks came out to introduce Labelle. The next two and one-half hours turned out to be so magnificent a performance that the antics and composition of the audience could almost be forgotten, except for two incidents.

David Bowie has sung of the power of Rock 'n Roll and his expectation of being the victim of his adoring/murderous fans. Most of today's big stars are as physically isolated from their audiences as the President. Most have bodyguards and perform in arenas so huge that the closest seats are hundreds of feet away. But like a good politician, Labelle and company thrive on close contact, and since their background has had them playing to audiences in small bars and clubs along the so-called chitlin' circuit, they seemed unprepared for the intensity of emotion which engulfed the concert hall last Sunday.

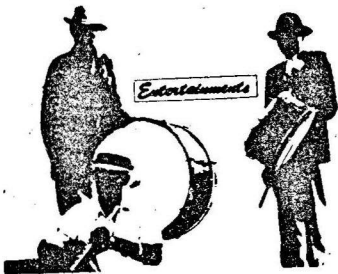
They came onstage for the second act of their show, listed in the program as "Nightbirds" the title of their new lp on Epic. Sarah Dash, Nona Hendryx and Patti LaBelle all wore feathered headresses and various garments designed to arouse sexual fantasy and delight. As they moved through their numbers the audience began to boogie, and then, suddenly 60 or 70 were on stage and the performers were utterly at the mercy of the crowd. Luckily, the troupe managed to maintain control and escape unhurt. The power of the audience was frightening.

Then, as a conclusion to the show, the performers jumped off the stage and walked through the aisles of a completely packed hall to an audience surging in on them chanting "La-Belle, La-Belle, La-Belle." The performance was magnificent but that uncaged power

and emotion was truly frightening.

It is a little disconcerting that in 1975 less than 10% of an audience for a group like LaBelle should be white. The stagnation and tedium of most pop music has to be directly related to unimaginative radio programming. If a song is a hit in Cleveland, it might make it to radio in D.C. If a top-40 program director sees that a particular song is doing well at r&b stations all over the country, he might play the record for a week. If he lists it others might decide its okay to play and thus a Black hit will cross over to white AM radio. The fact that it has to happen that way is truly a shame.

I hope it is not too distant a step from racism to the



new lp by Bob Dylan, but it is certainly a lot longer that it would have been ten years ago. Bob no longer screams out about society's injustices in high-pitched, wailing tones. His voice and technique have both mellowed with age.

"Blood On the Tracks" shows that it is all to the good. This is the best Dylan album in years as he croons love songs and laments to a marvelously rich musical background that constantly provides un-anticipated musical turns.

I was introduced to the album by a Columbia press 'hype' that has to rank as the worst p.r. push since "Stonewalling" but the album was good enough to overcome an awful 15 minute home movie of Columbia record execs drooling all over their corporate faces.

Trying to capture the essence of Dylan's poetry in prose is an impossible task. The rush of moods, feelings, ideas, and dreams are captured in these song-poems like in no other album of his since "Blonde on Blond" and "Lily, Rosemary and the Jack of Hearts" is the "Visions of Johanna" of Blood on the Tracks. Commenting here more on shared human

experiences than on societal ills, Dylan has again demonstrated his genius.

Musicians and fans always play "whatever happened to..." Comebacks are announced as frequently in music as in sports, and they are overwhelming failures in both media.

However, if Chet Baker can sustain the achievements of "She was Too Good To Me," his comeback will be fortunate for all music lovers, and if he cannot sustain it, he has at least recorded one of the prettiest jazz albums of recent memory.

Baker is a brilliant trumpet player who won every poll and prize imaginable in the 50's and early 60's. By 1957 he was hooked on "smack" and spent the next decade a junkie fighting his habit and the narcs. He lost his teeth in a beating in 1968 and was completely out of music for a couple of years, unable to blow at all.

Whatever he lost with that first set of teeth, it is certainly back together on this new album. The songs are all standards, with the exception of Hank Mobley's "Funk in Deep Freeze." The other songwriters are Johnny Mercer, Richard Rogers, Irving Berlin, and Sammy Kahn. The selection of tunes "Autumn Leaves," "Tangerine," "What'll I Do?" and the title cut are all pearls. The disc is CT16050.

I can't let the basketball season go by without a few comments. Bob Tallent appeared to be very fortunate in taking over a G.W. team that appeared ready to explode. The early season was rough going as injuries and attitude appeared about to send the Colonials into a tailspin, again. However, at this point they have won seven in a row, for the longest winning streak at G.W. in 20 years, and Bob Tallent deserves all the credit.

He has established his authority over the team and he has them hustling like no Colonial team in recent years. If things go well they could close out their lives at Ft. Myer with a post-season tournament berth.

Since this does not appear to be a year in which any one team is clearly dominant over any other, college b-ball is extremely competitive all over the country. The Pac-8, Big Ten, Sec and ACC all have three or four teams in the top 20. Depending on who winds up in which regional, UCLA, Louisville, N.C. State, and Maryland appear to be the best bets to contend with present front-runner Indiana, for the finals.

SBA President's Report

by Tomas Garza

This is my last column as SBA President because on February 14, 1975, the present SBA administration will fade out and the newly elected administration will assume office. It was not a bad year, but not a good year.

During the present term, the SBA accomplished a few things, left a few things unfinished, and left a pile of things that were never done. Perhaps a review of those items will afford students an overview of what the SBA did this past year and allow them to decide what the purposes and goals of the SBA should be.

During the spring semester of last year, the SBA held a grade reform and scholarship funds referendum. As a result, one of the SBA proposals (which) entitled all students to a private conference with their professor after exams) passed through the Faculty Assembly. In addition Dean Kirkpatrick agreed to weigh the need criteria more heavily than grades when scholarship funds are granted by the school.

On the sports scene, the SBA sponsored NLC basketball and softball tournaments during the spring and a canoe race and a volleyball tournament during the fall semester. Many students participated in the sports events, but none of the activities attracted more than 100 students.

If successful activities are measured by attendance, however, the chicken and beer feast was the most successful event of the present administration with approximately 700 students participating. There were a total of four social events, including the party last Saturday, over the course of the year.

In addition, the SBA sponsored a very successful panel discussion on ethics and a speech

by Justice Rehnquist. The area of speakers and discussions needs improvement, especially the speakers program. Speakers should be more easily available later this year. More important than speakers themselves, however, the SBA needs people who are willing to donate their time and effort to carry out these programs.

One of the least successful items of this administration was the lack of action on the dreadful Bacon student lounge. While we are not trying to excuse the failure, the SBA just never had the necessary time to find a solution.

Some of the solutions which the new administration may attempt are: (1) to find excess furniture elsewhere in the university and to acquire it, (2) to move the furniture on the 5th floor of Stockton Hall downstairs to the student lounge where it will be used, (3) to ask the students for donations and utilize the Dean's matching funds grant, or (4) to ask the alumni directly for contributions or for their own used furniture. There are probably many other ways to solve the problem, but the question is whether students should be forced to spend their precious time obtaining furniture for the student lounge.

I propose that, because the student lounge is a part of the school and because the decor of the school reflects upon the entire university, the decoration of the student lounge should rest upon the administration of the law school. The administration maintains that it has no money, but as we have seen, there may be solutions other than money.

This past semester was the most successful one in the area of course and professor evaluation. Thanks to Chuck Mussman and David Manning the course and professor evaluations surveyed

Letter to the Editor:

Records Disclosure

Dear Editor

As an advocate of a broad right of privacy, let me briefly expound a proposition which is the subject of an article elsewhere on your pages.

The rules of the Law School provide that information concerning a student's academic record may be disclosed to persons outside the school only with the student's consent, except in response to subpoenas or requests from other educational institutions to which the student has applied. The purpose of the rule is to leave to the student the choice as to whether and to whom this information is revealed. Students often do choose to disclose academic information to others, especially to prospective employers. The question is whether, when a student has made that choice, but the information he or she has given is erroneous, the Law School should correct the information upon inquiry from the person or organization to whom the student has given the erroneous information. (Lest you think otherwise, the problem is a real one: academic misinformation has from time to time appeared on student resumes.)

Of course, appropriate procedural safeguards are required to make sure that corrective information provided by the Law School is itself correct, that it is supplied only to those to whom the student has already given the information, and that it is supplied only by members of the Law School staff who in any event have access to the information. Given these safeguards, no privacy interest is invaded by correction.

On the other hand, the interest eroded by a rule foreclosing correction of misinformation is quite clear: truth. A simple value, much obscured of late. To prohibit correction of information already disclosed by the student transforms a right of privacy into an altogether different right—the right to mislead, whether inadvertently or not, without fear of contradiction. I have no doubt that it would so appear to employers and others outside the Law School, and that the result would be to undermine confidence in information supplied by our students and, therefore, in our students themselves.

Roger S. Kuhn
Professor of Law

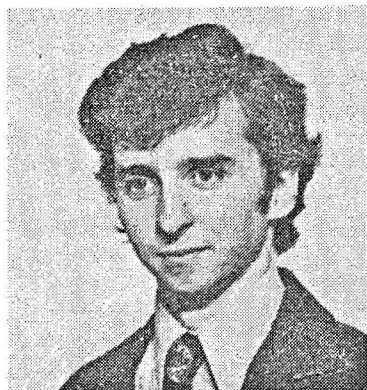
SBA Candidates Offer Election Statements

3 Declare in At-large Race

Oliver Long

SBA activities over the past year have been more numerous and effective in serving student needs than many people realize. The key to the functionality of the SBA has always been the investment of time. And no one has spent more time in the students' interest this year than the outgoing president.

Hall and library lockers have been made available to over seven hundred people. Both facilities have been filled to capacity, and the chairperson apologizes to anyone who has



been made to suffer in the distribution. The notary office was a new idea this year, and it has been useful to a number of students and faculty. Law Student Division membership is up slightly, but still hangs precariously close to the twenty percent of student body membership required in order to receive ABA clinical program funding.

Last Fall a telephone campaign raised enough alumni contributions to enable twenty five subsidized students to attend the NLC Alumni Banquet. Just before tenure was granted Professors Schwartz and Stevenson, qualification criteria were distributed in several of their classes. The SBA collected supporting letters and forwarded them to the Committee on Faculty Appointments. And finally, at the close of last semester, the SBA offered to deliver holiday messages to telephones in Paris, France. Suprisingly

Linda Nussbaum

After serving as vice president of my undergraduate college for a year, and seeing what a time consuming and thankless job student government politics is, I had sworn — never again!

So why run now?

Because for \$2400. a year I want more than just classes. I want a decent freshman orientation, free student tutorial help, an organized book exchange, a student directory, student faculty advisors, career counseling, social activities, a lecture series — all of the things I thought a private law school would supply.

Unfortunately I realize I'm stuck in a diploma factory once



again. If students want something more out of a school, the students have to organize it. People have a lot of complaints, and many good suggestions. Instead of just telling my friends how much this school is lacking, I want to try to do something about it.

If the students don't organize through a viable student government, nothing will change here. And I believe we all deserve more than we're getting.

enough, a couple of people accepted.

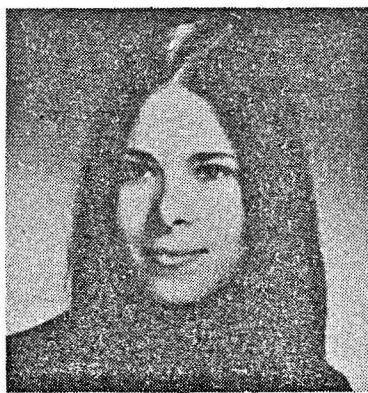
This review has been limited to the efforts of the past year, in the firm belief that it makes little difference what a person promises if he never devotes any time. Your support is appreciated in this candidacy for At-Large Representative.

Judith Jurin

I'm running for SBA representative at-large because I feel that the SBA can do more for students than it presently is doing.

I would like to see faculty evaluations published and distributed. Model answers should be solicited from students who have done well on their exams and have access to them so that the answers can be typed up anonymously and placed on reserve. Speakers should be brought to the Law Center on a regular basis. Coffee hours with faculty members and other social gatherings should be sponsored more often. The need for a student directory is obvious.

The orientation of incoming



first-year students needs to be significantly expanded. The inadequacy of the breakfast at the Mayflower need not be rehashed. More activities should be planned for both day and night students before the beginning of classes. Notices should be sent out warning incoming students of the need to register for taking the bar exam. Once classes have begun, more opportunities must be provided for meeting other students, first-year as well as upperclass. Coffee hours during the break between classes and/or after school would be a step in the right direction.

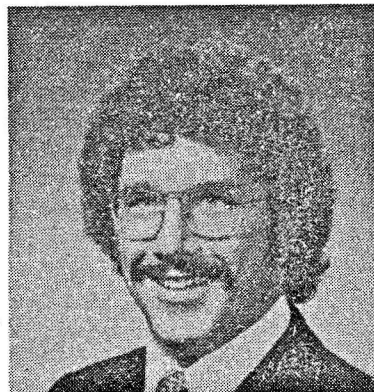
More needs to be done for students and more can be done.

Garrett C. Burke

I have been a member of the S.B.A. since Fall and have found it to be most rewarding. I see the function of the SBA to be threefold: first, to serve the student body by providing a book exchange, locker service, course evaluations and other services; second, to speak for the students either when our opinion is sought or when it needs to be asserted; and third, to provide social activities which allow a brief escape from the chores of school.

I urge all students at the National Law Center to participate in SBA activities, especially committees, because a viable student government requires student support.

I concur in the program urged by Roy Baldwin and Ross Delston and intend to participate actively in those programs if elected.



Richard Wexell

An administrator needs a staff, a chairman needs a committee, and likewise, a representative needs voices of suggestion and support. Without these sustaining components, my proposals become personal projects, with little chance for acceptance.

At this point in time, there is nothing I can promise, except to say that I am ready to listen, and ready to act where student initiative warrants change.

This past semester, I have had the fortunate opportunity of representing the first year class in the Student Bar Association. With my term in office drawing to a close, I look back on these past few months with a sense of accomplishment, and a great deal of optimism and enthusiasm in regard to my prospects of representing the student body once again.

While there are only a handful of S.B.A. administrators, every student at the Law School is a member of the organization. In order for the S.B.A. to become a truly viable force in school politics and affairs, there must be a great degree of input from all of us. One individual cannot possibly attempt to institute the changes we all talk about, but do little to rectify.

SBA Positions Available February 13 Election

President	one position
Vice-President (Day)	one position
Vice-President (Night)	one position
At-Large Representative	five positions
Class of '76 Representative (Day)	three positions
Class of '77 Representative (Day)	three positions
Class of '76 Representative (Night)	one position
Class of '77 Representative (Night)	one position
Class of '78 Representative (Night)	one position

Resume Verification Debated

Continued from page 1

5) If students have distributed no misinformation they need not worry about verification and/or correction.

The student members of the committee, Judd Kutcher, Dan Metcalfe, and Chuck Mussman brought up the following in rebuttal:

1) Regardless of the technical points of law, this is a violation of traditional notions of personal privacy and contrary to commonly accepted academic practices.

2) Dealings between a prospective employer and employee should not be subject to inter-

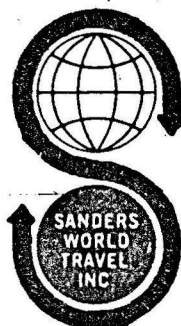
vention by third parties without specific request and knowledge of the student.

3) If an employer has any reason to doubt the veracity of claims by a student, he is perfectly within his rights to request a transcript from the student himself.

4) This procedure, no matter how elaborate the safeguards, is subject to both error and abuse. Thus, the concerned student may be unfairly injured without knowledge of information released and without possibility of redress.

In a straw vote the Student

Bar Association has unanimously disapproved this proposal. Student committee members hope that students will make known to faculty members and to their representatives a fundamental disagreement with this proposal, and that the faculty will not only defeat the motion when presented by Professor Kuhn, but will reaffirm the regulations presently governing the confidentiality of student records and specifically prohibit administrative personnel from releasing such information unless it is both at the request and with the knowledge of the student concerned.



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Dorati Conducts Wagner's Die Walkure

by Ed Ing

The Washington Opera Society last month offered its second opera of the season, Richard Wagner's *Die Walkure*. Performances in German as well as in English were given, with a different cast of soloists for each. This is a review of the opening night German performance.

For this massive second work of the Ring Tetralogy, Antal Dorati created a scholarly interpretation. With restrained conducting he developed a sound frame for the work, neither rushing nor retarding its four and a half hour development. With the full National Symphony Orchestra under his direction, he carefully spun the deep orchestral coloration so vital for the Wagnerian drama. Although he carefully moderated the orchestra, the musical tension was maintained throughout; this cautious approach produced a lustrous interpretation.

Among the soloists, Gwendolyn Killebrew and Peter Lager were superb. Lager with his dark bass well portrayed Hunding as Sieglinde's animal-like husband; and Killebrew gave a glinting characterization of the wronged goddess Fricka. Her

singing deserved some audience recognition when she strode off the stage. Also noteworthy was Helge Brilioth's rich sound and elegant phrasing. While Brilioth's voice lacks great power, Dorati never permitted the orchestra to overwhelm the singer but nicely accommodated the singer to enhance his sound.

To reduce the society's deficit budget, this performance used sets of the conventional Wagnerian kind constructed for the Seattle Opera Company. Each act was filled with rocky crags, outcroppings, or cliffs, but they seemed like lava squeezed out of a toothpaste tube.

The stage action left something to be desired. Despite the moving scenes between Wotan and Brunnhilde and Fricka's stormy harangue, the singers were stiff and the rock-strewn stage made them hesitant in their movements. At times the staging became silly as when the eight Valyries began waving their shields and spears in unison and yelling Hoyo-toho from their rocky perch.

Nonetheless, the genius of the music would overcome the worst of stagings; and here Dorati's interpretation with the singers'

performance more than compensated for the flawed dramatics. The orchestration, the motifs, and vocal passages, are inspired creations that possess their own drama. Wagner composed the music, scored the orchestration, devised the operatic plots, wrote the libretto, and staged the operas with a single purpose in mind. Controlled use of these elements would elicit the right emotional response in the audience.

In place of traditional operatic forms, he substituted an uninterrupted movement in action and music to enhance the dramatic effect. He also subordinated the vocal artistry lest it detract from the immediate emotional impact of the drama. Consequently, his operas have few passages of sustained vocal melody; rather it is the sound and orchestration that create the dramatic shadings.

The beauty of this musical conception also obscures Wagner's crackpot sentiments. His own ecstatic, gushing demonstrativeness charmed his friends to endure Wagner's personal and professional backstabbing. The sheer effusion that entranced his friends finds

expression in the operas for they string together one emotional confrontation after another.

At the outset of the Norse Ring Saga, Wotan himself has fallen from grace. He has stolen the golden ring from the dwarf Alberich, but instead of returning it to the rightful guardians, he used the gold to pay the giants for building him Valhalla. In his greed for power, he undermined the very justice that sustained his rule; and now Alberich schemes to regain the ring and turn its power against Wotan.

In Wagner's romantic adaptation, in *Die Walkure*, Wotan has begotten twin children from a mortal and has subject both to derision and adversity that the son will come to flaunt the gods and become the free agent needed to recover the gold for Wotan. In this opera, however, Siegmund the social outcast seeking refuge in his enemy's house there discovers his twin sister whom Hunding had taken in marriage. In their misery, Siegmund and Sieglinde are captivated by one another; and initially unaware of their blood relation, they take each other as spouse.

This incestuous coupling—a bold topic for the nineteenth century stage—inspired Wagner's most rapturous music; it also impels the other conflicts within the opera. Fricka, goddess of marriage and wife to Wotan, harangues him to slaughter the despicable pair for defiling marriage. Although torn by his paternal love, Wotan consents to uphold Fricka's moralistic standard; he orders Siegmund's death by Hunding's hands.

Siegmund's and Sieglinde's pathetic love also moves Brunnhilde to defy Wotan's command. Siegmund on leaving of his fate from the Valkyrie would kill Sieglinde and himself rather than suffer humiliation.

Touched by this desperate defiance and mindful of Wotan's own inner feelings, Brunnhilde is won over to Siegmund. In the end Wotan, by direct intervention, must slay his son Siegmund. In the end Wotan, by Siegmund. Wotan's renunciation of his erring Valkyrie daughter and his mournful regret fill the concluding third act. In the last opera of the tetralogy, Brunnhilde redeems the gold with her self-immolation.

Thus the opera jumps from emotional height to emotional height, from ecstatic love to destructive salvation, sacrifice, and atonement.

Wagner's genius also disguised a mean, underlying, duplicitous character. During his years in Paris as a political exile, he failed to win recognition of his music. In his frustration he came to hate bitterly Meyerbeer and Halevy, two Jewish composers whom the Parisians worshipped.

Wagner elevated his hatred to a scurrilous theory of Jewish corruption of the arts. As a purgative he offered his own talents in devising a purified Germanic art. His overweening egotism allowed him to perceive his musical drama as the culmination of Beethoven's music and Shakespeare's plays. His art form (much as the Grecian tragedies) would serve not as simple entertainment but as a community ritual to educate the public in the Germanic ideal.

In the following century, his hopes were nearly realized when the Nazis officially patronized Wagner's operas for their sentimental heroics and antisemitism. And yet, Mahler, Schoenberg, and Solti, who suffered for their Jewish identity, as well as others, have been able to overlook the cloying romanticism and the crank idea of racial purity to embrace Wagner's brilliant music.

The Member of the Wedding

by Alan Kleinburd

The New Phoenix Repertory Company's *The Member of the Wedding* is currently playing at the Kennedy Center's Eisenhower Theater. Written by Carson McCullers, the play won the New York Drama Critics Circle award in 1950.

The central topic of the play is the feelings and yearnings of a girl reaching adolescence. I suspect that in 1950 this was a remarkable topic for the subject of a play. Frankie Adams envies her older brother who is about to be married, worries about her height, and wants to get out of the small Southern town in which she has grown up. It is her problems that *Member of the Wedding* explores.

There is an important sub-plot involving the relationship between whites and coloreds (the play is set in 1945, before there were Negroes or Blacks), but there isn't sufficient development of

that plot. However, the contrast between the colored maid's motherly-like affection for her boss' daughter and her brother's rage at discrimination are striking and effective.

The production itself has several problems. Marge Elliot, as Berenice Sadie Brown (the maid), is excellent. But Marybeth Hurt, as Frankie Addams, sounds like Peter Pan (a la Mary Martin). Eamon MacKenzie, who looks like a midget John Denver, plays Frankie's young cousin John Henry. It is sometimes difficult to understand what he is saying.

Another problem, though not Mr. MacKenzie's fault, is that in the first act he often comes from off-stage, says his lines, and then leaves the stage. Half the time we don't even know why he leaves.

One final criticism is that although the set is satisfactory, the backdrop is terrible. A new paint job is in order.

SBA President's (Last) Report

Continued from page 5

about 90% of all the courses taught at the NLC. All the tabulations were handled by Chuck Mussman and the results will be printed in the February 18 issue of *The Advocate*.

The results of the evaluations were interesting, but even more interesting will be the reaction, if any, by the faculty and administration. Will the survey affect the quality of courses or professors? Will anyone actually benefit from the evaluation?

Although no two persons will agree on the interpretation of the results, there are some consistencies. Those professors with high evaluation averages have been consistently high.

On the opposite end of the scale, there are those professors with consistently low ratings. Since we assume that there must be good reasons for such low performance ratings, the SBA suggests that the Dean evaluate the low rated courses and non-tenured faculty. Consistent low ratings, indicating low student support, should suggest to the Dean that courses or part-time faculty be

replaced without having to conclude that the course or professor is deficient.

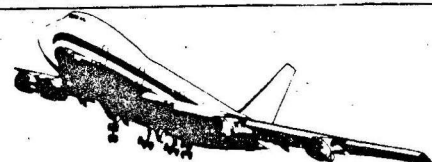
Because we are under a system which makes the dismissal of any tenured professor practically impossible, the duty of all tenured professors to their students requires careful evaluation from time to time.

With all due respect, I suggest that all professors with a below average performance (less than 3.0) reevaluate their teaching techniques.

Finally, I would like to thank all the people who helped run the SBA by donating their time and energy.


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EUROPE BOUND IN '75?



wouldn't you rather come with us?

Last year over 200,000 students summered in Europe. And the travelwise flew on charters because it costs about HALF! This year a 3 - 6 week ticket to London is \$512.; 2 - 3 weeks \$597. And it's \$767. for over six weeks from New York. (That's what the airlines say now. Last year there were two unforecast increases!)

Not only do you fly with us at half, but you can just about have your choice of dates for 4, 5, 6, 7, 8, 9, 10 week duration during the summer. And all you have to do to qualify is reserve your seat now by sending \$100. deposit, plus \$10. registration fee. Under recently new U. S. Government regulations we must submit all flight participants names and full payment sixty days before each flight. If you take the June 21 - August 19 flight to London for example, deposit reserves your seat and April 15 you send the \$199. balance. Just one price for all flights whether you pick a weekend departure (\$16. extra on the regular fare airlines) or peak season surcharge date.

So send for our complete schedule, or to be sure of your reservation now, mail your deposit for one of our 4 to 5 weekly departures from June through September. Just specify the week you want to travel and for how long. You will receive your exact date confirmation and receipt by return mail. All our flights are fully certified, U. S. Government standard jet and all first class service. From London there are many student flights to all parts of the Continent, frequent departures and many at 50% off the regular fare.

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Spring Sports Set

by John Brusniak

The Student Bar Association has tentatively scheduled two sports activities for the Spring semester. First on tap will be the Second Annual NLC Basketball Tournament. This year's tourney will be held during the Undergraduate Spring break, March 8-16, 1975. Tentative plans call for separate men's and women's divisions.

A tournament director will be needed to coordinate this year's tournament. Anyone interested in performing this function should get in touch with either Sports Committee Chairman John Brusniak at 243-4116 or Vice-Chairman Ron Cohen at 920-3680 as soon as possible.

The Second Annual NLC Softball Tournament and Student-Faculty Softball Game will

be played during the last two weeks of April.

Any questions and/or suggestions in regard to these events should be directed to the SBA Sports Committee Chairman at the SBA Office in Bacon Hall.

SBA Volleyball

by Ron Cohen

The SBA Sports Committee voted unanimously last week to devote the funds which had been allocated to volleyball prizes to the purchase of a volleyball net and volleyball for the law school. The equipment will be available to NLC students by the middle of February in the SBA Office in Bacon Hall.

Law Spouses Notes

by Alisa Ulmer

Attention all you bowlers with averages 300 and under! Law Spouses invites you to join us in the alleys of the Marvin Center on February 15 at 8:00 p.m. Come dressed casually and be prepared to have a great time.

Whether you are an old pro or a novice at this game you'll have fun meeting new and old friends. Afterwards, we'll gather in the Rathskeller for pitchers of beer and cheer the winning and losing teams. Hope to see you there.

Van Vleck Reveals Final Round Judges

by Kenneth Frankel

The Van Vleck Appellate Case Club has announced that the final round of the 1974-75 upperclass moot court competition will be held Thursday, February 20, at 8:00 p.m. in Lisner Auditorium. The final round will match the team of Tom Hylden and Whitney Adams with the team of Eddie

Hall and Peter Suwak.

Former United States Supreme Court Associate Justice Tom Clark will be the Chief Justice of the panel which includes former Solicitor General Erwin Griswold and the Honorable Malcolm Wilkey of the United States Court of Appeals for the D.C. Circuit.

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Grading Disparity Criticized

Continued from page 1

With his next breath Baldwin proclaimed the grave importance of the grades earned in the first term of law school. "It is those grades," he stated, "which will determine the student's first job and consequently his career."

Baldwin reported past actions of the Grade Reform Committee including the fall referendum which found that NLC students, by a 9 to 1 margin, favored a requirement that professors post "model answers" to exam questions. This overwhelming student sentiment was presented to the faculty which voted to take no action on the model answer proposal. Gary Burke noted that "the SBA has a student on that committee, but he was on vacation during the meeting in which the proposal was presented." Baldwin further instructed the first-year students to think of the National Law Center on a feudal model where "we're the serfs."

While Richard Wexell, section 13 representative, urged concrete proposals, students accused him of getting bogged down in his own bureaucracy. One student shouted, "We deserve a confrontation! Students have rights by paying tuition here. We don't come on our knees." Prefacing his statement with "We're law students. Let's use the law!" another legal scholar described the proper method for instituting a lawsuit against NLC.

Some consolation was offered by theories that each section's allotment of professors has been balanced by grading habits so that by the end of the first year each section will achieve roughly an equal mean score. The goals of this plan, however, have been soundly defeated by numbers of eager students who have employed varied tactics to persuade the registrar to allow them to desert their section and to receive instruction from professors who tend to boost one's grade point average.

The presentation of statistical solutions to alleged grading disparities was interrupted by Gary Burke's analysis that "any grading reforms are going to be too late to help us. These are prospective changes for the benefit of future classes." These comments prompted a significant number of the remaining participants to leave the meeting. Representative Wexell closed the meeting saying, "Maybe we didn't accomplish what we wanted but..."

A meeting of the SBA Grade Reform Committee at 12:00 noon on Wednesday, February 5, will address the questions of model answers to exams, credit/no credit options, and alleged first-year grading discrepancies. All interested students are encouraged to attend.

Losses Threaten to Close Basement Coffee Concession

Student owner-operators of the coffee concession in the basement lounge of Stockton Hall have complained recently that they may have to take action to counter an increasing financial loss to the concession because of missing small change and not-paid-for coffee and donuts.

Two alternative solutions are possible if the situation continues. The first option is to increase the prices to cover the losses and thus pass the burden on to the other consumers. The other is to close down the operation altogether.

Students are reminded that the operation is student-owned and operated and that merchandise must be paid for.

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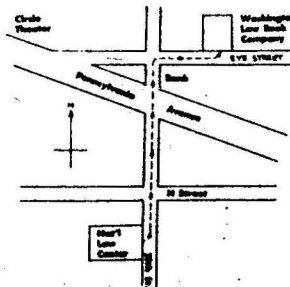
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NACRELLI BAR EXAMINER

Spring 1975 Published by Nacrelli Bar Review School, Inc. Our 31st Year

July 1974 Bar Exam Results:

District of Columbia 63% Pass • Maryland 60% Pass

Virginia 76% Pass • Pennsylvania 93% Pass

Multistate Exam

The MBE is an objective examination which contains 200 questions: 40 questions each covering the subjects of *Contracts, Torts, Evidence, Criminal Law and Real Property*.

The examination is six hours in duration, broken into four periods of one and one-half hours each; two periods in the morning and two in the afternoon. An applicant will be expected to answer 50 questions in each one and one-half hour time period.

The questions will neither be grouped by subject matter nor will they be identified as Evidence, Torts, and so on.

Scores will be based on the number of questions answered correctly. Since no deduction will be made for wrong answers, it is advisable to answer every question.

All answer sheets will be machine graded exactly the same way regardless of the state in which the applicant marks his answers. The questions are based on general law. The applicant should not take into account local law, such as community property law, or statutes, such as comparative negligence statutes, unless otherwise instructed in the examination.

All questions are multiple-choice; that is, the applicant will be given four possible answers to a question and from these he is to choose the *one* he thinks is *best*. No credit will be given for any answer other than the best answer, and the questions have been drafted with this in mind.

Familiarity with the mechanics of taking the examination and with multiple-choice questions will allow for more efficient use of time during the examination. Questions should be answered in order, but inordinate time should be spent on questions the applicant finds extremely difficult.

Sample Questions

An ordinance of City makes it unlawful to park a motor vehicle on a City street within ten feet of a fire hydrant. At 1:55 p.m. Parker, realizing he must be in Bank before it closed at 2:00 p.m., and finding no other space available, parked his automobile in front of a fire hydrant on a City street. Parker then hurried into the bank, leaving his aged neighbor, Ned, as a passenger in the rear seat of the car. About 5 minutes later, and while Parker was still in Bank, Driver was driving down the street. Driver swerved to avoid what he mistakenly thought was hole in the street and side-swiped Parker's car. Parker's car was turned over on top of the hydrant, breaking the hydrant and causing a small flood of water. Parker's car was severely damaged and Ned was badly injured. There is no applicable guest statute.

47. If Ned asserts a claim against Parker, the most likely result is that Ned will
- (A) recover because Parker's action was negligence per se
 - (B) recover because Parker's action was a continuing wrong which contributed to Ned's injuries

Continued on page 2

Why Bar Review Schools?

The harsh fact is that approximately 810 applicants who sat for the bar exam last July in the above jurisdictions failed. Most were newly graduated from fine law schools.

Law schools prepare the student generally for the practice of law, but do not prepare the student specifically for an individual bar examination. Thus, there arises a need for a special, high intensity course to prepare the student for this hurdle.

Individual states have traditionally tested the new lawyer to determine if he or she has the requisite knowledge to practice law in their state. The testing utilized to measure this knowledge is different for each state both in subject matter and degree of expertise.

Maryland, for instance, tests heavily on Maryland Civil Procedure (one-sixth of the essay exam). Most of the law schools do not offer a course in the subject.

The "Wills" portion of the Virginia essay exam is unique. Unless the student has specifically studied the intestate distribution laws of Virginia, she or he is in trouble.

The "Administrative Law" portion of the D.C. exam is concerned with the Federal Administrative Procedure Act under which hearsay evidence is admissible.

These are but a few of the many special subjects of the law required to pass the exam.

Bar review schools are especially designed to fill this obvious need. A six week course covering 60 to 100 hours has been proven sufficient to provide the student with the knowledge to pass the bar examination. However, study and preparation are mandatory.

Once the need to attend a bar review school has been established, how should you select the best one?

Evaluate the following:

1. What is the historical success of the school? (Talk to practicing attorneys who have taken the course.)
2. What teaching methods are utilized? (Hypothetical case method compared to law school type lectures.)
3. How "efficient" are the materials provided? (Length and detail are not the best measure.)
4. Does the course provide specific instruction aimed at the state exam planned to be taken? (Are there instructors or course advisors who are members of the bar of the state?)

You have invested three or more years and thousands of dollars in a law school education; however, you cannot practice until you pass the bar exam.

Choose your bar review school carefully, prepare conscientiously, and you will succeed.

Bar Information

District of Columbia

In July 1974 63% passed the exam compared to 66% the prior year. Approximately 750 students sat for the exam. The dates for the next D.C. bar exams will be July 29 and 30, 1975. The second day of testing will be the Multistate Exam. The deadline for filing of applications is 30 days in advance of the examination. Obtain applications directly from Committee on Admissions.

There is no residence requirement for taking the examination and registration prior to the beginning of the study of law is not required. The fee for the first and subsequent examinations is \$50.00, payable to Clerk, D.C. Court of Appeals.

Graduates who have passed a bar examination in another state may petition to waive in on motion provided that state was his/her domicile for six months prior to the taking of the examination. Fee for waive-in on motion is \$200.

Write for application to: Secretary, Committee on Admissions, D.C. Court of Appeals, 400 F Street, N.W., Room 311A, Washington, D.C. 20001. Phone 727-1806.

The subjects tested include: Agency; Negotiable Instruments; Equity; Corporations; Partnerships; Personal Property; Conflicts of Law; Civil Procedure; Criminal Procedure; Wills; Domestic Relations; Legal Ethics; Constitutional Law; Administrative Law; Tax Law; Contracts; Criminal Law; Real Property; Evidence and Torts. A grade of 70% on the Multistate and the essay exam is passing.

Maryland

In July 1974 60% passed the exam compared to 70% in February 1974. Over 750 students sat for the exam. The dates for the next Maryland bar exams will be July 29 and 30, 1975 in Baltimore. The second day of testing will be the Multi-State portion of the examination. Any person enrolled in a law school recognized under Rule 5 (Procedure to Take Bar Examination; Recognition of Law Schools) who desires to become a candidate for admission by examination to the Bar of this State, shall file with the Board, on forms supplied by it, an Application for Registration as a Candidate for Admission to the Bar. If the applicant intends to sit for an examination to be held in the summer, the application shall be filed no later than the first day of August, in the year preceding such examination. If the applicant intends to sit for an examination to be held in the winter, the application shall be filed no later than the first day of April in the year preceding such examination.

Obtain applications and further information from: State Board of Bar Examiners, The Courts of Appeal Building, 361 Rowe Boulevard, Annapolis, Md. 21401, Phone (301) 267-1440. Fees are: Registration as a

Continued on page 2

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MULTISTATE EXAM from page 1

- (C) not recover because a reasonably prudent person could not foresee injury to Ned as a result of Parker's action
- (D) not recover because a violation of a city ordinance does not give rise to a civil cause of action
48. If Parker asserts a claim against Driver for damage to Parker's automobile, the most likely result is that Parker will
- (A) recover because the purpose of the ordinance is to provide access to the fire hydrant
- (B) recover because Driver's negligence was later in time than Parker's act of parking
- (C) not recover because Parker was contributorily negligent as a matter of law
- (D) not recover because Parker's action in parking unlawfully was a continuing wrong

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Nacrelli Materials

An expertly written law summary book titled *The Key to the Bar Examination*. The book was written by Prof. Nacrelli with the bar examination in mind and, without being voluminous, contains all the basic principles of general law and everything that is essential for the bar exam. It contains many examples of the application of the rules.

Law summaries specially developed for Maryland and Virginia bar review.

"The New Multistate outline." This summary provides over 250 pages in detailed outline form for ready reference and last-minute review. Examples of principles of law and sample multistate questions and answers are included.

A book of selected factual essay problems keyed to the law summaries for classroom study.

Essay bar exam questions and answers

Students who complete the course may keep all the Nacrelli law summary books free of charge.

Practice Exams

Multiple choice quiz-and-answer sessions are given upon completion of the study of each multistate subject. The tests given under simulated Bar exam conditions consist of a complete previous multistate Bar examination and additional questions prepared by Prof. Nacrelli on each multistate subject.

Nacrelli students are provided with recent essay bar exam questions. The bar exam questions provide immediate self-testing in the understanding of the law.

Free Introductory Lectures

Contracts 9:30 am Saturday, March 15.
Torts 9:30 am Saturday, April 19.
To be held in Room 10 Stockton Hall
George Washington University National
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BAR INFORMATION from page 1

law student: \$50; Late fee: \$50; Fee for bar examination: \$40; Attorneys from other states: \$250.

Maryland requires a grade of 70% on the essay portion of the exam and 50% on the multistate portion (alternately a combined grade of 70% is passing). Subjects tested on the essay portion of the exam include: Personal Property; Partnership; U.C.C. and Commercial Transactions; Contracts; Corporations; Real Property; Constitutional Law; Criminal Law; Civil Procedures; Criminal Procedure; Torts; Evidence; Future Interests and Agency.

Virginia

In July 1974 76% passed the exam compared to 74% in February 1974. The number of students taking the exam was 484. The dates for the next bar examination will be July 29 and 30, 1975 in Roanoke. Second day of examination will be Multi-State Section. The fee for taking the exam is \$70. Attorneys from other jurisdictions applying to waive in pay \$50.

Papers, fingerprints and all fees required of an applicant shall be filed and paid on or before May 15 for the July examination. Applicants must be residents of Virginia.

For further information: W. Scott Street, III, Secretary, Virginia Board of Bar Examiners, P.O. Box 95, Richmond, Virginia 23201, Phone (804) 770-7623.

Subjects tested on the essay portion of the exam include: Ethics; Conflict of Laws; Evidence; Pleading; Practice and Procedure; Agency; Contracts; Property (real and personal); Sales; Torts; Creditors' Rights; Wills and Administration; Suretyship; Equity; Domestic Relations; Partnership; Trusts; Constitutional Law; Corporations; Criminal Law; Insurance; Negotiable Instruments; Public Utilities; and Taxation.

Pennsylvania

The July 1974 exam resulted in one of the highest pass rates in the country. Of 1,746 students sitting for the exam, 93% passed.

The next bar examination will be on July 29 and 30, 1975.

Pennsylvania has no set procedure for grading and the grading system is established prior to each exam. The student must make a declaration that he or she plans to practice in Pennsylvania.

Subjects tested include: Constitutional Law; Criminal Law; Real Property; Contracts and Torts. The multistate exam and an essay exam are administered.

Contact: State Board of Law Examiners, 1422 Chestnut Street, Philadelphia, Pa. 19102.

Courses Offered

The Nacrelli Bar Review School, Inc. offers regular six week courses and intensive three week courses in preparation for The District of Columbia, Maryland, Virginia and Pennsylvania Bar Examinations.

All courses are conducted at George Washington University National Law Center (20th at H St. N.W.) The regular courses may be taken either in the afternoon or evening with two hour sessions, Monday through Friday. Four hour sessions are required on certain days for Maryland and Virginia courses.

The intensive three week course requires four to six hours a day, Monday through Friday, for three weeks.

The regular course begins June 9, 1975, and the intensive course begins July 2, 1975, for the July 29 Bar Examination.

Success Record

For over 30 years the Nacrelli Bar Review School has successfully taught over 21,000 students. Prof. Nacrelli has now expanded his staff to include eight professors and practicing attorneys all of whom are members of the bar. New study materials have been prepared for the 1975 courses.

It has been said that Prof. Nacrelli has an uncanny ability to "psych out" what is essential in a bar exam. The overwhelming majority of students have consistently passed the bar exam the first time.

Nacrelli Method

The Nacrelli method is entirely different from lectures taught by law school professors. The Course is completely bar oriented with a practical versus a theoretical approach.

Each student receives a complete set of summaries for home study that thoroughly explain the law. In addition, the student's memory of the principles is bolstered by classroom analysis of selected factual problems that further emphasize and explain the principles covered in the outlines.

The problems are used in a question and answer context. They are keyed to the summaries and serve as framework for explaining all legal principles on the subjects given in the bar exam.

The lecture format includes analysis and answers of past bar questions and other hypos which raise the issues most frequently encountered in the examination.

The classroom format is constantly revised in keeping with current trends in bar exams.

Throughout the course, all students are provided with numerous helpful techniques on issue-spotting and analyzing problems. These clues serve as a structure upon which students are taught to organize their answers in clear, concise and proper form.

Answers: (A) 48, 49(C), 47

REGISTRATION APPLICATION

Send to: NACRELLI BAR REVIEW SCHOOL, Inc.

Phone 872-8884

Suite 810 1019 19th Street N.W. Washington, D.C. 20036

Please enroll me in the Bar Review Course for (circle one) Md. Va. D.C. Pa.

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The tuition for the course is \$250.00. Upon receipt of \$100, the course outlines will be provided to you. Applications received prior to March 31 with a \$50 deposit allow the applicant to deduct ten percent of the tuition for early registration. Twenty dollars of the tuition represents a non-refundable registration fee. I agree to pay the balance of the tuition seven days before the course begins.

Amount Submitted _____ Date _____ Signature _____